P.A.G.E. Analysis of Professional Journal Article

Analysis of your professional journal article will prepare you to read similar texts in your major and to write your own professional genre for our class.

**PURPOSE**

1a. Please write at least one sentence from your article

READ THIS FIRST: Most academic research writing is **problem-based**. To identify the purpose of your article, look for a statement of the problem for study. Usually you’ll find it in the first few paragraphs, often in a sentence that begins with “But,” or “However” and creates a contrast with previous research (for example, “Previous research has…. However, it has not yet explored….”).

that sums up its purpose.

“However, during this time of transition, students may feel bored and perceive a lack of relevance regarding schoolwork; students may disengage if they sense nonchalant or punitive teacher attitudes.”

1b. In your own words, what is that purpose?

The purpose of this article is to explain how a middle grade student differs socially and academically in the classroom as compared to other grade levels and to mention teaching models and teaching strategies that have proven to be effective.

**AUDIENCE**

2a. Please write at least one sentence from your article that indicates its audience.

READ THIS FIRST: Academic research writing has different audiences, depending on your major. Usually that audience is identified in the first few paragraphs (for example, “Education researchers have long been interested in….”) but sometimes the audience is implicit (not stated directly).

“Finding effective ways to support meaningful student engagement and academic motivation in middle level classrooms is a priority for **middle-level educators**…”

2b. In your own words, who is the audience?

The audience of this article is, without a doubt, teachers, especially middle school teachers. Also, the audience may be for parents of middle grade students so that they, too, can be educated on the different needs of their child as they transition from childhood to adolescence.

**GENRE**

3a. **Evidence** – What counts as evidence in this article?

READ THIS FIRST: In different majors, there are important differences in what counts as evidence, how a text is organized, and what kinds of language it uses. To find these differences, you will have to skim through the whole of your article.

How do you know?

(For example, are there statistics about the effects of a drug? Transcripts of classroom interactions? Quotes from interviews?)

-Authors from the *American Educational Research Journal* indicated that middle grade students who are not very connected with the school have a better chance of becoming drop outs, abusing drugs, sexual activity, and violence. This is evidence because it demonstrates a trend supported by researchers of what could come on the students in the future.

-Another author of an education journal, Levine, stated, “It is the educator’s challenge to facilitate this supportive presence in our classrooms where kindness, compassion, generosity, and empathy must abound.” This is evidence because it is a direct quote from an education researcher of what a middle school teacher must have.

-The article also provides a case example in a 6th grade classroom that uses the Caring Community Teaching Model and the different teaching strategies that are mentioned. This is evidence because it is an example of the positive effects that a teacher can have on middle school students if they use correct teaching strategies.

3b. **Organization** – Are there sections/headings in this article? If so, list them below. If not, read the first sentence of each paragraph and try to identify shifts from one section to another.

(For example, there might be a section that gives background about prior research, and another that describes results or findings of this article).

Yes, there are different headings/sections in this article.

-Introduction-explains the purpose of the article and presents the problem.

-Theoretical Framework- explains the CCTM

-Caring Relationships and Engaging Instruction

-Setting Limits

-Encouragement and Praise

-Student Choice and Voice

-Suggestion Box

-Consensogram

-Plus/Delta

-Chain Notes

-Brain Breaks

-Case Example

-Day One

-Day Two

-Conclusion

3c. **Style** – Are there specialized vocabulary words or sentence structures in this article that are particular to your major? Give an example.

(For instance, Education uses terms like “differentiated instruction,” abbreviations like “IEP,” and sometimes uses passive voice “Research was conducted…”)

Yes, in the beginning of the article, it lists keywords of the article. These include, middle-level education, person-centered classrooms, democratic classrooms, and student engagement. These are all further explained in the text.